



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Dora L Small Elementary School

SAU: South Portland School Dept

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2011-2012 NCLB Report Card



School: Dora L Small Elementary School
SAU: South Portland School Dept
Grade: 03



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	46	46	100	91	76	73	20	72	4	4	46	0	
	2010-2011	56	56	100	82	75	70	25	57	11	7	54	2	0
Female	2009-2010	14	14	100	93	82	76	36	57	7	<1			
	2010-2011	21	21	100	100	81	74	38	62	<1	<1			
Male	2009-2010	32	32	100	91	72	69	13	78	3	6			
	2010-2011	35	35	100	71	69	66	17	54	17	11			
Caucasian/White	2009-2010	41	41	100	93	80	74	17	76	2	5			
	2010-2011	51	51	100	82	75	71	27	55	10	8			
African American/Black	2009-2010	1	1	100		54	46							
	2010-2011	1	1	100			43							
Hispanic	2009-2010	2	2	100		45	58							
	2010-2011	1	1	100		90	60							
Asian or Pacific Islander	2009-2010	2	2	100		67	71							
	2010-2011	1	1	100			69							
American Indian or Native Alaskan	2009-2010	0	0				66							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	10	10	100	80	56	62	20	60	10	10			
	2010-2011	18	18	100	83	64	58	22	61	6	11			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	4	4	100		36	38							
	2010-2011	6	6	100		38	34							
Limited English Proficient	2009-2010	1	1	100		32	45							
	2010-2011	1	1	100		60	39							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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2011-2012 NCLB Report Card



School: Dora L Small Elementary School
SAU: South Portland School Dept
Grade: 04



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	50	50	100	86	68	67	34	52	12	2	50	0	
	2010-2011	43	43	100	79	67	67	21	58	14	7	43	0	0
Female	2009-2010	28	28	100	89	75	71	46	43	7	4			
	2010-2011	14	14	100	93	69	72	36	57	<1	7			
Male	2009-2010	22	22	100	82	63	63	18	64	18	<1			
	2010-2011	29	29	100	72	66	63	14	59	21	7			
Caucasian/White	2009-2010	48	48	100	85	69	68	33	52	13	2			
	2010-2011	36	36	100	83	71	68	19	64	11	6			
African American/Black	2009-2010	0	0				43							
	2010-2011	0	0				40							
Hispanic	2009-2010	0	0				59							
	2010-2011	3	3	100		31	54							
Asian or Pacific Islander	2009-2010	2	2	100			71							
	2010-2011	2	2	100		58	67							
American Indian or Native Alaskan	2009-2010	0	0				64							
	2010-2011	0	0				62							
Economically Disadvantaged	2009-2010	18	18	100	72	51	56	28	44	22	6			
	2010-2011	11	11	100	64	47	56	9	55	18	18			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	2	2	100		38	34							
	2010-2011	5	5	100		29	29							
Limited English Proficient	2009-2010	0	0			60	46							
	2010-2011	1	1	100		39	43							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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School: Dora L Small Elementary School
SAU: South Portland School Dept
Grade: 05



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	45	45	100	78	71	72	29	49	18	4	44	1	
	2010-2011	48	48	100	81	69	70	29	52	15	4	48	0	0
Female	2009-2010	20	20	100	80	77	78	40	40	15	5			
	2010-2011	26	26	100	92	75	75	46	46	8	<1			
Male	2009-2010	25	25	100	76	64	67	20	56	20	4			
	2010-2011	22	22	100	68	64	66	9	59	23	9			
Caucasian/White	2009-2010	40	40	100	75	72	73	30	45	20	5			
	2010-2011	43	43	100	81	70	71	30	51	14	5			
African American/Black	2009-2010	1	1	100		46	57							
	2010-2011	0	0				48							
Hispanic	2009-2010	3	3	100			70							
	2010-2011	1	1	100			65							
Asian or Pacific Islander	2009-2010	1	1	100			73							
	2010-2011	2	2	100			68							
American Indian or Native Alaskan	2009-2010	0	0				62							
	2010-2011	0	0				65							
Economically Disadvantaged	2009-2010	17	17	100	59	54	62	12	47	29	12			
	2010-2011	18	18	100	72	60	60	22	50	17	11			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	6	6	100		28	36							
	2010-2011	4	4	100		39	34							
Limited English Proficient	2009-2010	0	0				49							
	2010-2011	0	0			36	46							

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School: Dora L Small Elementary School
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Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	46	46	100	65	63	62	15	50	26	9	46	0
	2010-2011	56	56	100	68	66	61	29	39	21	11	54	2
Female	2009-2010	14	14	100	64	66	61	21	43	21	14		
	2010-2011	21	21	100	67	66	59	43	24	24	10		
Male	2009-2010	32	32	100	66	61	63	13	53	28	6		
	2010-2011	35	35	100	69	66	64	20	49	20	11		
Caucasian/White	2009-2010	41	41	100	71	66	63	17	54	22	7		
	2010-2011	51	51	100	69	67	63	29	39	22	10		
African American/Black	2009-2010	1	1	100		31	31						
	2010-2011	1	1	100			30						
Hispanic	2009-2010	2	2	100		45	52						
	2010-2011	1	1	100		45	49						
Asian or Pacific Islander	2009-2010	2	2	100		67	65						
	2010-2011	1	1	100			64						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	0	0				59						
Economically Disadvantaged	2009-2010	10	10	100	50	48	50	<1	50	30	20		
	2010-2011	18	18	100	67	51	49	28	39	17	17		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	4	4	100		17	33						
	2010-2011	6	6	100		40	35						
Limited English Proficient	2009-2010	1	1	100		42	35						
	2010-2011	1	1	100		45	29						

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	50	50	100	78	65	62	10	68	14	8	50	0
	2010-2011	43	43	100	79	64	60	19	60	19	2	43	0
Female	2009-2010	28	28	100	82	69	62	11	71	11	7		
	2010-2011	14	14	100	79	61	60	21	57	14	7		
Male	2009-2010	22	22	100	73	62	63	9	64	18	9		
	2010-2011	29	29	100	79	66	61	17	62	21	<1		
Caucasian/White	2009-2010	48	48	100	77	67	63	8	69	15	8		
	2010-2011	36	36	100	81	65	61	17	64	19	<1		
African American/Black	2009-2010	0	0				36						
	2010-2011	0	0				31						
Hispanic	2009-2010	0	0				45						
	2010-2011	3	3	100		50	48						
Asian or Pacific Islander	2009-2010	2	2	100			65						
	2010-2011	2	2	100		67	64						
American Indian or Native Alaskan	2009-2010	0	0				49						
	2010-2011	0	0				56						
Economically Disadvantaged	2009-2010	18	18	100	78	54	50	6	72	17	6		
	2010-2011	11	11	100	55	49	48	9	45	45	<1		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	2	2	100		29	36						
	2010-2011	5	5	100		26	31						
Limited English Proficient	2009-2010	0	0			60	38						
	2010-2011	1	1	100		48	35						

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Grade: 05



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	45	45	100	67	58	64	20	47	22	11	44	1
	2010-2011	48	48	100	73	63	61	17	56	19	8	48	0
Female	2009-2010	20	20	100	65	56	64	20	45	20	15		
	2010-2011	26	26	100	77	65	61	19	58	23	<1		
Male	2009-2010	25	25	100	68	61	64	20	48	24	8		
	2010-2011	22	22	100	68	61	61	14	55	14	18		
Caucasian/White	2009-2010	40	40	100	73	61	65	20	53	15	13		
	2010-2011	43	43	100	70	63	62	14	56	21	9		
African American/Black	2009-2010	1	1	100		15	37						
	2010-2011	0	0				32						
Hispanic	2009-2010	3	3	100			55						
	2010-2011	1	1	100			48						
Asian or Pacific Islander	2009-2010	1	1	100			67						
	2010-2011	2	2	100			59						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	0	0				60						
Economically Disadvantaged	2009-2010	17	17	100	53	43	51	6	47	24	24		
	2010-2011	18	18	100	72	48	47	6	67	28	<1		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	6	6	100		28	34						
	2010-2011	4	4	100		31	30						
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	0	0			58	34						

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2011-2012 NCLB Report Card



School: Dora L Small Elementary School
SAU: South Portland School Dept
Grade: 05



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Group	Science Assessment Data																														
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students																			
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment																		
All Students																															
	2010-2011	49	49	100	71	55	64	12	59	24	4	49	0																		
Female																															
	2010-2011	28	28	100	68	59	64	14	54	25	7																				
Male																															
	2010-2011	21	21	100	76	52	65	10	67	24	<1																				
Caucasian/White																															
	2010-2011	44	44	100	77	58	66	11	66	18	5																				
African American/Black																															
	2010-2011	0	0				32																								
Hispanic																															
	2010-2011	2	2	100			50																								
Asian or Pacific Islander																															
	2010-2011	1	1	100			68																								
American Indian or Native Alaskan																															
	2010-2011	0	0				58																								
Economically Disadvantaged																															
	2010-2011	19	19	100	47	39	53	<1	47	47	5																				
Migrant																															
	2010-2011	0	0																												
Students with Disabilities																															
	2010-2011	4	4	100		20	36																								
Limited English Proficient																															
	2010-2011	0	0			17	36																								

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2011-2012 NCLB Report Card



School: Dora L Small Elementary School
SAU: South Portland School Dept
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 99 M: 99	E: 99 M: 99	80	E: 71 M: 69	E: 69 M: 70	100	E: 100 M: 100	E: 99 M: 99	71	E: 65 M: 56	E: 61 M: 61	96	96	95
Caucasian/White	100	E: 99 M: 99	E: 99 M: 99	81	E: 73 M: 71	E: 70 M: 71	100	E: 100 M: 99	E: 99 M: 99	70	E: 66 M: 59	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: 55	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: 32	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: 59 M: 46	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: 59 M: 42	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: 65 M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: 70 M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	100	E: 99 M: 99	E: 99 M: 99	66	E: 55 M: 55	E: 58 M: 58	100	E: 100 M: 100	E: 99 M: 99	61	E: 48 M: 42	E: 48 M: 47			
Students with Disabilities	*	E: 99 M: 99	E: 98 M: 98	35	E: 33 M: 23	E: 33 M: 30	*	E: 99 M: 98	E: 98 M: 98	39	E: 33 M: 21	E: 32 M: 24			
Limited English Proficient	*	E: 89 M: 91	E: 92 M: 92	*	E: 41 M: 46	E: 43 M: 45	*	E: 100 M: 100	E: 99 M: 99	*	E: 49 M: 38	E: 34 M: 37			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2011-2012 NCLB Report Card

Maine Teacher Quality Data



School: Dora L Small Elementary School
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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	3	8	6	2	7	1

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	4

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.